

Inspection report for early years provision

Unique reference number	138828
Inspection date	16/06/2011
Inspector	Kim Mundy
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1993. She lives with her husband who is also her assistant in Ruislip Manor in the London borough of Hillingdon. The ground floor and first floor bedroom are used for childminding and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler group. The family has three cats and a tortoise as pets.

The childminder is registered to care for a maximum of six children at any one time and of these, three may be in the early years age range. When working with her assistant, together, they may care for up to six children in the early years age range, two of whom may be under one year. They are currently caring for three children in early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience an enjoyable time as they access a wide range of toys and activities, which help them to make good progress towards the early learning goals. The childminder's systems for planning and observational assessment are underway. She works closely with parents to ensure their children's care, learning and welfare needs are met. The childminder successfully identifies strengths and weaknesses in her practice, and works towards continuous improvement. She works closely with parents to ensure their child's individual needs are met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the planning and assessment procedures to include their next steps for learning
- strengthen the system of self-evaluation, to include the views of the children and parents in order to further improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children; she is aware of the indicators of child abuse and the procedure for reporting concerns. Children are further protected because they are well supervised and adult household members have had a Criminal Record check. Effective risk assessments are carried out for the premises and outings to keep children safe. The childminder

and her assistant hold a valid first aid certificate to enable them to deal appropriately with any accidents, which helps maintain children's well-being. The childminder's paperwork is well organised and all of the relevant documentation is in place, for example, recording systems for accidents and medication administration.

The childminder provides an inclusive environment where children feel valued as individuals. Children have plenty of space to explore the varied activities in clean and comfortable surroundings. They have easy access to a good range of nursery furniture, toys and resources to meet their varying needs. All children have equal access to the toys and activities on offer.

The childminder is beginning to evaluate her childminding service and she identifies her current skills and areas for development. The childminder is keen to include the views of the children and parents in her self-evaluation process.

Strong emphasis is placed on partnerships with parents and carers to provide continuity of care for babies and young children. Parents are kept well informed of their child's progress through daily diaries, discussions and their learning journals. They are reassured by the text messages and photos of their children happily playing during the day. The childminder makes links with the local pre-schools that minded children attend. In addition, she works well with her assistant to provide a good childminding service for children and their families.

The quality and standards of the early years provision and outcomes for children

Children are learning to lead a healthy life style; they are offered nutritious snacks, such as fresh fruits. Parents provide a packed lunch for their child and the childminder encourages children to drink from their water cups throughout the day. At meal times, children sit together and the childminder teaches them good manners. Babies are confident to make their needs known as they can be sure of a caring response, for example, as they cuddle up to drink their bottle of milk. The childminder's home is very clean and good procedures are in place to minimise possible cross-infection.

The childminder has a good understanding of how to promote positive behaviour, there are clear house rules and praise is given to children for their efforts which promote their confidence and self-esteem. Children are learning to keep themselves safe as they practise the fire drill and talk about crossing roads safely. Children enjoy fresh air and exercise; they are increasing their physical skills as they play on various apparatus, roll balls, ride and steer toys. Babies become increasingly confident to sit unsupported and to crawl along the floor. As a result, children's health, safety and well-being are promoted well by the childminder.

The childminder helps children to make good progress in their development and although her systems for planning and assessment are underway, she is keen to develop this further to secure children's next steps for learning. Children are

developing skills that will benefit them in the future. For example, as they practise their early mark-making skills when drawing. Children build on their problem-solving skills as they post shapes, thread beads and construct with bricks. In addition, they explore colours, shapes and numbers during many activities. Babies are investigating the toys placed at their level as they make choices and help themselves to what they want to play with. They are using their senses as they mouth toys, observe lights, and listen to songs and musical toys.

Children learn about the world in which they live, for instance, as they play with a range of multicultural toys and celebrate a variety of festivals, such as Diwali. They care for living things as they plant peppers and sun flowers, observe the animals at the park and take care of the childminder's pets. On a recent visit to the farm, they particularly enjoyed watching the pig race and they recalled this for some time after the event. Children use their imagination during make-believe play with dolls and tea sets. They enjoy cooking activities, for instance, as they make pizzas and as one child recalls, 'pink goo' cakes. Children clearly enjoy the attention they receive from the kind and caring childminder and her assistant, and they are absorbed and happy throughout the day.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---------------------------------------------------------------------------------------------------	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--------------------------------------------------------------------------------------------------	-----